



Inclusive education. How are we?

Educación Inclusiva. ¿Cómo Estamos?

Educação inclusiva. Como estamos?

Ana Montoya-González¹

Universidad Americana de Europa, Benito Juarez - Quintana Roo, México

 <https://orcid.org/0000-0003-0665-0015>

ana.montoya4107@gmail.com (correspondence)

DOI (Genérico) : <https://doi.org/10.35622/j.rie.2021.03.002>

DOI (Documento en español) : <https://doi.org/10.35622/j.rie.2021.03.002.es>

DOI (Document in English) : <https://doi.org/10.35622/j.rie.2021.03.002.en>

Received 20/03/2021/ Accepted 26/06/2021 Published 06/07/2021

ORIGINAL ARTICLE

KEYWORDS

Inclusive, education, educational needs, disability, policies.

ABSTRACT. In this article we sought to summarize the entire process that children with special educational needs have gone through, starting with the historical journey to be recognized as subjects of rights, the process that has been carried out to integrate them into the classroom in class having considered the policies regarding the issue and finally, the difficulties that continue to arise with children with disabilities within the Colombian educational system. The review was carried out using the snowball method, in which one author referred us to another who could continue to contribute to the subject. The results show the characterization of the needs of the vulnerable population with differential disabilities in terms of respecting the fundamental and universal rights of education to the target population in question, strengthening concepts on issues of functional diversity, based on the implementation of a solid strategy and supported by universal education for the necessary accessibility for the population with varied disabilities.

PALABRAS CLAVE

Inclusión, educación, necesidades educativas, discapacidad, políticas.

RESUMEN. En el presente artículo se buscó resumir todo el proceso que han pasado los niños con necesidades educativas especiales, comenzando por el recorrido histórico para ser reconocidos como sujetos de derechos, el proceso que se ha llevado a cabo para integrarlo al aula en clase teniendo en cuenta las políticas con respecto al tema y finalmente, las dificultades que se siguen presentando con los niños en situación de discapacidad dentro del sistema educativo colombiano. La revisión se llevó a cabo, por medio del método de bola de nieve, en el cual un autor nos referenciaba a otro que podía seguir aportándonos en el tema. Los resultados evidencian la caracterización de las necesidades de la población vulnerable con discapacidad diferencial en función de respetar los derechos fundamentales y universales de la educación a la población objetivo en mención, fortaleciendo conceptos en temas de diversidad funcional, fundamentado en

¹ Investigadora de la Universidad Americana de Europa.

la implementación de una estrategia sólida y sustentada de enseñanza universal para la accesibilidad necesaria para la población con discapacidad variada.

PALAVRAS-CHAVE

Inclusão, educação, necessidades educacionais, deficiência, política.

RESUMO. Este artigo procura sintetizar todo o processo por que passaram as crianças com necessidades educativas especiais, partindo do percurso histórico para serem reconhecidas como sujeitos de direitos, processo que se tem vindo a realizar para integrá-la na sala de aula tendo em conta os as políticas relacionadas ao tema e, por fim, as dificuldades que continuam surgindo com as crianças com deficiência no sistema educacional colombiano. . A revisão foi realizada por meio do método bola de neve, no qual um autor nos encaminhou para outro que poderia continuar a contribuir com o assunto. Os resultados mostram a caracterização das necessidades da população vulnerável com deficiência diferenciada com base no respeito aos direitos fundamentais e universais da educação à população-alvo em questão, fortalecendo conceitos sobre as questões da diversidade funcional, com base na implementação de uma estratégia sólida e sustentada pela educação universal para a acessibilidade necessária à população com deficiências variadas.

1. INTRODUCTION

Disability has been a topic of interest over time, not only in pedagogy but also in other areas such as psychology; Furthermore, in recent years it has been a useful topic in the public policies of our country, where it has sought to bring educational inclusion to our classrooms. Although the intention has been good, we have encountered certain obstacles, as stated in the following writing, which effectively sought to carry out in a practical way a dynamic synthesis of the execution of inclusive education, the steps that have been taken and the difficulties encountered during the exercise of existence (Padilla, 2011). In this way, it is intended that the reader can visualize the current state of the issue of educational inclusion in Colombia and thus be able to reflect on those actions necessary to improve the educational quality of people with special educational needs.

It is not unknown in the social sciences that childhood had to go through history through endless transformations before the child was recognized as a child and became a subject of rights, likewise, people with disabilities had to circumvent different changes, which, to this day, are still in process, to also be recognized as subjects of rights. According to Palacios (2000), cited by Bastidas Sandra (2013) before the seventeenth century, there was no scientific interest from the academy in childhood, suggesting in turn that interest in disability was going to be even less encouraging.

However, from the renaissance, in the 16th and 17th centuries, childhood begins to acquire the psychological and cultural significance that is currently attributed and assigned to it (Rincón, 2012). Meanwhile, children with disabilities, called mentally handicapped, were taken during the seventeenth century and part of the eighteenth century to orphanages, asylums, prisons, there they were locked up with the elderly, criminals, and the poor (Bastidas, 2013). In this way, according to Irimia (2007), the medieval concept was maintained for several decades for children with disabilities, thus, while other children began to be made visible, children with disabilities in the 17th century still did not go to school and even it is not part of the family. Thus, towards the twentieth century, according to Irimia (2007) cited by Bastidas (2013), the concept of “abnormal” appeared defined as: “individuals who, because of a deficit caused after birth or at a tender age, do not remain in the same conditions as other men to live their life and they are not capable of directing their own affairs” (p. 56).



In the second part of the twentieth century, the concepts that had appeared in Europe in the seventeenth and eighteenth centuries landed in proposals for pedagogical reform and public education. Clarapede (1909), (Pestalozzi (1928) and Montessori (2003) constitute pedagogical models that today guide the education of the child, but in addition, special education was born on behalf of these pedagogues who in previous decades would be interested in disability (Bastidas, 2013).

Attention to "handicapped" people was extended considerably, with the emergence of special education and disciplines dedicated to the dimensions of development such as occupational therapy and speech therapy in Colombia, whose appearance is due to the special educational needs of children whose families belonged to the high classes (Bastidas, 2013).

Already in our current age we have changed the way we see and think about children with and without disabilities. In this way, education appears to be a possibility for disability. However, the isolation and subsequent educational segregation of these students in special centers has been and continues to be the majority response to the task of finding a balance between individual attention to their specific needs and that of most students. Only in the last quarter of a century, partial processes of school integration have begun, for some of these students, which are not always developing with positive results for them (in terms of learning, emotional and relational well-being) from the lack of preparation of primary teachers from their environment to develop educational responses in correspondence with the demands of their students (Mendoza et al., 2015).

One of the challenges we face when talking about disability is that it is generally understood in terms of normality and abnormality. In this world it seems that certain requirements must be met to be a person, there are "criteria of normality" that should be present; Such knowledge works from the power of institutionalization (Cruz-Vadillo & Iturbide-Fernández, 2018).

In the case of disability, the literature can show an incessant process of exclusion, marginalization, and segregation. In the course of Western history, it has been named in terms of abnormality, deficit, necessity, functional diversity, differential capacities. These enunciations arise, in certain historical moments and allude to characteristics assigned in each one of them (Jiménez & Ortega, 2018). On the other hand, according to the World Health Organization - WHO (2014) cited by Rodríguez et al., (2017), disability is defined as a set of limitations, deficiencies and impediments in activity and participation; that is, it is the interaction of the person with some disease and those environmental and personal factors that become barriers; for example, difficulties in transportation, access to buildings, and negative attitudes. The above shows us that many times the concept of disability is linked to the representations or imaginations that different people have of the concept of disability and disfunctionality.

Currently in the imaginary of individuals there is a worldview of a social nature and a construction of history in the temporal and spatial development of things, it is also true that these cannot be an excuse to maintain forms of discrimination and denial of difference. These types of barriers have an impact on the lives of individuals considered different or with different abilities. Not simply in their mobility, nor in their learning, nor in their access to information, but in their identity as human beings, in their perception of the world and of their own life. In this measure if these barriers are not eliminated, their presence in the school environment will be

impossible or will be limited to the meaningless occupation of a physical space in the classroom (Gutiérrez, 2007).

Therefore, understanding the meaning of disability and its implications in our societies is one of the keys, a very adequate lens, to interpret the nature of the relationship between diversity, difference and inequality, both on a social and educational level (Echeita et al., 2008), in this way, we would be opening a real door for these people to what inclusion is.

A. Theoretical question

Educational inclusion taken as an opportunity perspective.

In the educational community, the certainty has been reached that one of the clearest antecedents in the new way of understanding the attention to diversity is nourished by the Warnock report. This report carried out in the United Kingdom by a commission of experts, chaired by Warnock (1978), radically modified the concept of special education. He established a new name for those students who present, throughout their schooling, problems in their learning: students with special educational needs (Navarro & Espino, 2012).

Thus, students with disabilities have been considered as part of the classroom, considering educational inclusion to carry out this process; However, educational inclusion is not only a feeling of belonging and emotional and relational well-being that can be reached from the periphery of educational action. Educational inclusion must be understood with equal force as the concern for high quality and demanding learning and school performance with the capacities of each student (Echeita, 2013), we must understand that all human beings are different and occasionally complex, whether we have or not a disability, for this reason today's society requires current education to move towards new ways of understanding human diversity and, therefore, towards the generation of relevant and persistent education proposals to guarantee the enjoyment of human rights to all subjects. In this sense, another language is spoken in the face of difference. There has been progress from the deficit, the handicap, the problem, towards terms such as, special educational needs, respect for the difference, diversity and it is postulated, as the goal of any educational and social proposal: inclusion (Gutiérrez, 2007).

So it is important to highlight that inclusion can be better understood if it is seen as a school restructuring process related to the ongoing proposal, precisely, of innovation and improvement processes that bring schools closer to the objective of promoting presence, participation and the performance of all students in their locality -including those most vulnerable to exclusion processes-, thus learning to live with the difference and to improve thanks, precisely, to those same differences among the students (Echeita, 2013).

Considering all the above, it could be said as stated by Booth & Ainscow (2004) and UNESCO (2005), cited by Navarro & Espino (2012), that inclusive education is a process aimed at responding to the diversity of students, increasing their participation, and reducing exclusion in and from education. Its main purpose is to guarantee a quality education to all students, guaranteeing their presence, participation, and learning, with special emphasis on those who, for different reasons, are excluded or at risk of being excluded / marginalized.

Social inclusion

Inclusion is a step by step that has been developing differentially in each institution, with guidelines derived from public policies that are adapted according to school realities; Inclusive education is a system that is still being established (Jiménez & Ortega, 2018), for this reason, it is important to bear in mind that to carry out the process of educational inclusion, it is not enough to have good intentions, it is necessary to have public policies that aim towards these objectives and a vigilance regarding the fulfillment of said policies, thus, "the concept of children with disabilities should be considered in the intervention approaches, public policies and in the recent differential approach; fundamental in the contemporary view of equality, participation and social inclusion" (Bastidas, 2013, p. 59). It is also important to recognize that "Educational Inclusion is today an aspiration of all Ibero-American educational systems and it could not be otherwise if we aspire for education to really contribute to the development of more just, democratic and supportive societies" (Echeita & Duk, 2008, p. 1). However, in search of this educational inclusion and the different political reforms, Cruz-Vadillo & Iturbide-Fernández (2018), state that, the reforms cannot be given only by slogan or mandate, it is necessary a work closer to the spaces where these policies would have to impact and, above all, a training place for those to whom they are directed.

But to guarantee the right to education of people with disabilities and include them in public policies, Navarro & Espino (2012), propose three stages towards the full enjoyment of education, these being: a first stage that consists of in granting the "right to education" to traditionally excluded groups, but in segregated options, in special schools or differentiated programs for said groups. A second phase that rejects educational segregation, promoting integration in schools, but without transforming educational systems; in such a way, that the people or groups that join must adapt to the available education, regardless of their mother tongue, culture, abilities, or life situations. The third stage consists of adapting teaching to the characteristics and needs of all students, rather than adapting them to the available schooling. This is the aspiration of the inclusion movement (Navarro & Espino, 2012).

Although Colombia has public policies for Inclusive Education, the journey that has been done historically has not been easy. In this regard, Jiménez and Ortega (2018) show us the following summary about how this process has been taking place in Colombia: the construction of public educational policies in Colombia is delimited by national and international social, economic and political requirements. The formal educational system is organized into levels: preschool, basic, middle, and higher education. At the same time, there is extensive legislation that protects the rights of people with disabilities; 1991 Constitution recognizes diversity in the nation and the duty of the State to provide services to its entire population without making any kind of distinction.

For this reason, the General Law of Education (Congress of the Republic of Colombia, 1994), title III, advances towards the creation of an inclusive educational system, promoting the gradual conversion of the institutions that exclusively serve the population with disabilities to integrating entities. While, at the same time, students with disabilities must be enrolled in the formal education system. Thus, within the framework of the signing of international treaties, Colombia developed Law 762 of (Congress of the Republic of Colombia, 2002), through which the Inter-American Convention for the Elimination of All Forms of Discrimination against people with disabilities (1999), developed in Guatemala on June 7, 1999. More recently, Statutory Law 1618 (Congress of the Republic of Colombia, 2013) was promulgated, which establishes the provisions to guarantee the full exercise of the rights of people with disabilities and collect the proposals of the Convention on the rights of

people with disabilities. disability of the year 2006. Finally, Decree 1421 was issued (Presidencia de la República, 2017), to comply with Law 1618, aimed at the educational care of people with disabilities.

The transition of the policy of educational attention to people with disabilities begins with the regulation of Law 115 of 1994, Title III, and the issuance of Decree 2565 of 2003, in which the concept of students with special educational needs is used. It comes from an integrative approach. Then, in 2009, Decree 366 was issued, repealing 2565, to organize the orientation of the pedagogical support service, aimed at the attention of students with disabilities and exceptional talents within the framework of Inclusive Education. Decree dictates that said service will be contracted by the education secretariats certified with organizations that offer it, in such a way that a fundamental service is outsourced in the inclusion process itself.

In August 2017, Decree 1421 (Presidencia de la República, 2017) was issued to comply with the provisions of Law 1618, updating the language to address the educational inclusion of people with disabilities, defining terms such as accessibility, affirmative actions, education inclusive, reasonable accommodation, universal learning design, among others. Fact that at least offers a framework of action to the institutions on the approach that they should propose; likewise, aspects such as the educational offer and the individual plan of reasonable adjustments for students who require it are defined. It continues with a prescriptive language that makes sense in the norm, but not in the pedagogical field; For example, there is tension between the meaning of a universal learning design, which may appear as a new homogenizing claim, the particularity of each student, and the scope of reasonable accommodation and affirmative actions must be problematized from the perspective of rights.

Thus, according to the Ministry of National Education - MEN (2015), the main achievements achieved in the face of inclusion are: development of regulations and guidelines that guide the relevant educational attention to people with disabilities and exceptional capacity or talents. The population with disabilities in Colombia accesses, remains, and graduates more easily from the educational system, reaching higher rates in tertiary education programs. The Colombian education sector has made progress towards inclusive education, organizing an offer that recognizes the singularities and learning styles of the population with disabilities, basing its actions on them (Jiménez & Ortega, 2018).

We have already opened the way to this inclusive education, however, it must be taken into account that making effective the “right of all to an inclusive and quality education” is not only a question of educational justice, but also of social justice, since the exclusion of this right, especially in the current knowledge society, greatly limits the possibilities of participate in the different areas of social life and develop the life project in relation to others (Navarro & Espino, 2012).

The student with special educational needs and the school

Despite the advances that have been made in terms of educational inclusion, students with disabilities tend to generate discomfort in the classroom, either due to lack of teacher training, due to their attitude towards changes or curricular adaptations that must be made to students, or even, sometimes, is due to the organization of the educational establishment itself, which is not prepared to carry out educational inclusion (Infante, 2010).

Human beings are different and our way of living this difference changes according to our experience, training, way of perceiving the world, among other infinite reasons. However, life in community teaches us that, although the need to learn to live together seems obvious, it is not always achieved (Gutiérrez, 2007).

During the school career, according to Escudero and Martínez (2011) all these students at risk of exclusion will surely have passed through various centers, classrooms or special or unique devices created, "for their own good" with the good intention of attending or compensating for their limitations and school difficulties on account of what are considered their personal or social deficits (Echeita, 2013).

At first, when a child with a disability begins his or her educational journey, attitudes are generated that express discomfort, a desire not to have the student in the group, constantly pointing out their deficiencies; Tensions between course directors and teachers with the support teacher, which produce feelings from feeling judged by the group to isolation, to gradually enter into a dialogue arrangement (Jiménez & Ortega, 2018).

Students with special educational needs generate new challenges for educational institutions, either because they are not prepared for the attention of said students or because they do not have sufficient conditions to do so, since the presence of students integrated into regular classrooms presents new challenges to inclusive educational centers and the community in general who should implement a series of organizational and curricular changes and transformations, since attending to diversity implies understanding, respect and above all tolerance (Becerra, 2007). Regarding the above, we must bear in mind that inclusive education is not something that has to do merely with facilitating access to ordinary schools for students who have previously been excluded. It is not something to do with ending an unacceptable system of segregation and throwing all those students into an ordinary system that has not changed. The school system that we know - in terms of physical factors, curricular aspects, expectations and styles of teachers, managerial roles - will have to change. And this because inclusive education is the participation of all children and young people and removing, to achieve this, all excluding practices (Cruz-Vadillo & Iturbide-Fernández, 2018).

It is worth at this point to ask ourselves, then, what does the school require to carry out this process of inclusion? In contrast, Moriña (2004) points out that school inclusion implies the creation of contexts and common learning processes guided by a single curriculum. common, also to all students, defends an effective education for all in which schools constitute educational communities that generate pertinent and relevant actions, manage to link subjects with their training, satisfy the interests of all and enhance the characteristics that students They make them unique not to isolate them but to identify that, from there, they can strengthen their ties as members of the same race that is enriched by difference.

The school, from this perspective, has the task of finding in diversity the possibility of encounters, not defending the other but relating to him (Gutiérrez, 2007), however, educational models in education have constantly changed, thus, the transition of educational models, which focused attention on the defect and which as a trend excluded children, adolescents and young people with specific abilities or special educational needs, towards a school that integrated care without denying the defect but structuring the response in educational settings different and specialized, suggests the need to direct investigative intentions and professional practice towards the search for other more "normalizing" models that include such care in the natural environment of the subject (Mendoza et al., 2015). It is important to recognize the role that school currently plays in the development of students with and without disabilities. In this way, it starts from recognizing the school as an institution that can understand the value of difference as an opportunity to enrich relational processes, being one of the scenarios that makes the commitment of societies and cultures more visible.

The processes of educational inclusion are then presented as an opportunity to reconfigure subjectivities in the school, because the affirmation of the rights to education, participation, and freedom of expression is evident, but also because in their implementation they allow exchange, the generation of results among peers, who from their potentials and differential capacities build spaces for solidarity, support, affection, and recognition of the other (Jiménez & Ortega, 2018).

In this way, it is important to recognize that the school needs to make changes to be able to carry out school inclusion, with respect to this Estévez (2019) states that to carry out the inclusion of students with disabilities in primary education requires that the school must "substantially modify its structure, operation and pedagogical proposal to respond to the educational needs of each and every one of the boys and girls, including those with a disability" (p. 8).

Despite being clear about the changes that must be generated in the school for the attention of students with special educational needs or educational inclusion, we must bear in mind that these changes are not only from the organizational part of the school, these changes or this knowledge also they must be part of the school classroom and be handled specifically by teachers.

One of the difficulties most encountered in the school classroom when a child with a disability arrives is the rejection by the teacher, since "educational inclusion processes emerge in teachers, so they turn to the argument of their lack of training to serve students" sick" and propose the return of the students to places where they can be cared for" (Jiménez & Ortega, 2018, p. 68). In the same way, there is the belief that segregation is not a problem if it is done properly, a belief that teachers can excuse themselves to state that it is better for students who are considered different because they do not fit into the traditional system to receive specialized education; However, as Moriña (2004) affirms, any type of segregation, since it implies exclusion, being outside of, in most cases not freely chosen is discrimination (Gutiérrez, 2007).

Teacher training for inclusive education

Other difficulties encountered with respect to educational inclusion by teachers are those indicated by Estévez (2019), who found that:

Primary education teachers present shortcomings in the knowledge of the methodological aspects that support the process of making curricular adaptations (Estévez, 2019). Given this, we must be clear that attitudes or good intentions are not enough, but that a broad training process is necessary so that knowledge and skills are developed that allow the community and in this case the teachers, to provide the relevant support to achieve inclusion (Cruz-Vadillo & Iturbide-Fernández, 2018).

Although there are teachers who are willing to teach their students with special educational needs, in many cases teachers are not prepared to have children in their classrooms who need different processes, who require more time, who have different forms of education. This lack of preparation, added to the fear of the unknown and, in some cases, the lack of initiative and will, constitutes the reason for not accepting the other, for not trusting in

their abilities and consequently to lead them to the failure of your process. The subject is surrounded by a context in which physical adaptations and resources are not enough to compensate for some of their physical, cognitive and / or sensory difficulties, but true processes of sensitization of teachers are urgent (Gutiérrez, 2007).

Therefore, the preparation of the teacher in the process of educational inclusion is important since the professional improvement of Primary Education teachers is also part of the universe of teachers. They must be prepared to meet the new personal and social needs of their students, including those with intellectual disabilities or other special educational needs, associated or not with disability (Estévez, 2019).

Teacher training is of utmost importance, considering what Navarro and Espino, (2012) pointed out, who state that possibly we are facing one of the sectors with the greatest gap between what we know should be done and what really ends becoming. Bringing the knowledge, we have into educational practice depends, currently, on the will and individual predisposition of the teachers (Navarro & Espino, 2012).

To solve the difficulty of lack of teacher preparation, Verdugo and Schalock, (2013) propose, thinking about the training need, a manual aimed at teachers for the inclusion of people with disabilities in institutionalized educational environments. In this text they emphasize the importance of educators looking at disability in a different way, recognizing that the look of "possibility and capacity" can be the condition to open new paths towards inclusion (Salinas et al., 2013)

On the other hand, we must bear in mind that not only is the qualification of teachers necessary for the attention of students, but it is also very important to consider those curricular adaptations that we must make to these students taking into account each of their particularities; thus, curricular adaptation is the accommodation of the educational offer to the possibilities and needs of students with special educational needs. According to Guirado and González (2013) "it is an instrument of adjustment to the development, evaluation, performance and teaching-learning procedures; a tool to adapt the interrelation of the didactic components of the process" (Estévez, 2019).

Finally, it must be borne in mind that when thinking about advancing inclusion processes, it is presumed that the first step should be aimed at conceiving human differences as an opportunity and not as a problem. This new conception is accompanied by four challenges, according to Moriña (2004) to rethink the curriculum, rethink diversity in a broad way, restructure the culture and organization of the school and rebuild the classroom organization (Gutiérrez, 2007).

Disability and inclusion in university education

Sánchez et al. (2018) present a well-structured compendium of inclusive education criteria for a specific diverse population. In the first chapter we are invited to find the meanings and tensions that shape the relationships between the networks made up of people with disabilities, their families, teachers, and professionals with whom they interact. From this, their subjectivity and identity emerge, which is expected to allow them to develop their competencies, capacities, and abilities in the processes of particularly educational inclusion. This is how the meanings and meanings of disability emerge, where the author shows the complexity of the struggles, negotiations and transformations that mark a claiming perspective.

When talking about disability, it is possible to say that there are different meanings and meanings that have arisen in different historical moments and that remain in force today, establishing tensions and negotiations among themselves to influence the way in which people with disabilities constitute themselves as subjects. At present, within daily life, the two historical ideas that make up the paradox - little human and subject of rights - coexist and complicate the reality of these people to the point of making it counterproductive on many occasions, since they constantly face situations that They offer them spaces for participation and social life, or they deny them the opportunities and rights they have as human beings and subjects belonging to a community (Sánchez et al., 2018).

Bases for the implementation of the differential care policy.

Becerra (2018) performs the characterization of the vulnerable population formed by the SENA Valle between the years 2012 to 2016, as a contribution to the differential care policy of the entity that has been implemented since 2017. The statistical data of 14 vulnerable population groups served by the entity, 10 performance areas in which they have been trained, and the 42 municipalities of Valle del Cauca distributed by subregions (north, center, south and west) are taken as a reference. Although educational institutions start with basic differential care between rural and urban, it has had to adjust to social, population, legal and economic dynamics to be relevant in the inclusion of vulnerable population, which is becoming more representative and diverse.

Thus, through Agreement December 1, 2016, it regulates the “Institutional Policy for Differential and Pluralist Attention”, whose purpose is to consolidate all the actions of the entity and provide guidelines to fulfill the function that corresponds to it, as it belongs to the State to contribute to the generation of capacities for the social, educational, and labor inclusion of groups of special attention [...] (Becerra, 2018).

Inclusive Education in the training of professionals.

García et al., (2016) present general considerations in relation to inclusive education as content of the training of education professionals. The pedagogical trend assumed by Cuban educational policy in relation to the subject is perceived as a problem that involves the teaching-learning process of education for all. The subject is of vital importance in the training of professionals, it is characterized by the sensitization and awareness of the fundamentals of education in diversity. It has a theoretical and methodological value, as it is aimed at professional and human development and the systematization of knowledge to perfect and transform modes of action.

Inclusive education implies the recognition of the right of all to a quality education and not only of those with Special Educational Needs (SEN). Inclusion not only postulates the right to be different as something legitimate, but it explicitly values the existence of that diversity. It is thus assumed that each person differs from another in a great variety of ways and that therefore individual differences must be seen as one of the multiple characteristics of people. The inclusion process aims to minimize barriers for everyone to participate regardless of their physical, mental, social characteristics, cultural contexts (García et al., 2016). The focus is on the creation of inclusive environments, which implies respect, understanding and attention to cultural, social and individual diversity, as well as equal access to quality education, among others. When we speak of inclusive education, we think of inclusive societies, of a society that values human diversity and strengthens the acceptance of individual

differences. A society in which it is possible to learn to live together, to contribute and to build together a world of real opportunities (García et al., 2016).

A look at the inclusive education management model.

Cerón (2015) refers to the I.E.D. General Santander, from the municipality of Sibaté, as a priority place the Country Headquarters, giving a look at the educational and institutional policies that lead to inclusive education, changes and contributions from the management of the institution, to achieve a flexible curriculum, adapted to the needs of students, in the training of teachers who live this process, in order to demonstrate equity and educational quality, being the tireless search of the country. To achieve this look, an AI investigative process is carried out, which allows the student to be a researcher, with a mixed approach, qualitative from the collection of information and quantitative for the analysis of the information. Thus, facilitating the necessary statistics. Therefore, it is strengthened with the contributions of the teachers immersed in the process and who give evidence of the progress from the pragmatic of an education for all and the desired Inclusive Education. Colombian education has been proposing inclusive education for several years.

As a result of international demands and the possibility of improving the country's education, considering education and society as an indissoluble couple; where it is impossible to study them separately, on the contrary, they nurture each other. Therefore, the entry of students of immense diversity, with different needs and capacities, is dazzled; from that moment "normal" education and "special" education merge; giving way to the so-called inclusive education. From that moment, directors and teachers face working with these students, who present different ways of thinking, acting, seeing, listening, with cognitive and psychiatric disorders. Therefore, they try from their work to venture into classroom didactics (Cerón, 2015).

Inclusive pedagogical attitudes and practices.

Mora (2019) presents an investigation that initially shows a general framework of the project that exposes the description of the problem situation, the research question, and the objectives to answer said question; as well as the justification for it. Subsequently, the reference frameworks are exposed, where through the legal framework the regulations that regulate inclusion policies and inclusive education at the international and national level are presented, the background that gives an account of the way in which the subject has been developed through academic research and articles and the theoretical framework in which the authors and theories that support the chosen topic refer. Then the contextualization of the scenario where the research and methodological design was developed is presented. According to the qualitative paradigm, the design of four instruments for the collection of information was carried out. So, then the research was developed in two parts, in the first one it was sought to identify the attitudes of the teachers through the analysis with the information obtained to establish the way in which the attitudes of the teachers are related in the development of inclusive educational practices. The current educational policy of Colombia exposes educational inclusion as a right of everyone to access education without distinction. Specifically, since 2009 the State launched the educational revolution, in which strategies and actions were implemented aimed at the realization of the right to education, adopting the pillars of social equity as a basis.

Taking into account education as a human right, many schools nationwide have embraced inclusive education policies to make the school a setting that fosters the process through the institutionalization of inclusive educational practices: projects, programs, strategies and collective actions aimed at guaranteeing access and participation to the learning of all students with the development of physical and social conditions, in which the capacities are the center of the development of the subjects (Mora, 2019).

The importance of school organization for the development of inclusive schools.

Velásquez (2010) presents a deep analysis of the studies on educational inclusion that are being approached from different scientific fields, but especially by pedagogues, psychologists, and sociologists, presenting results that support a powerful social movement that has emerged from the social field and that it is permeating the life of schools, universities, scientific publications, and international debates. The inclusion movement emerges with the impulse that supports its foundation in human rights, justice, equity, and equal opportunities, in a world situation in which exclusion and marginalization are social constructs created by a society that dictates the rules and indicates the limits of action of people, based on their personal, social and / or cultural characteristics.

Educational inclusion marks a space where all boys and girls, families, teachers, and the community, regardless of their conditions, can achieve high levels of achievement; to be successful, to be personally and socially competent, to participate, to learn through dialogue to live together and to feel that they are an important and irreplaceable part of their social environment of reference. The school is that space that should allow everyone to achieve the aforementioned. The school, yes, but a school that dreams and makes its dreams come true, a school that evaluates itself, removes its foundations and is involved in processes of change: at the curricular, organizational, and professional level (Velásquez, 2010).

2. METHOD

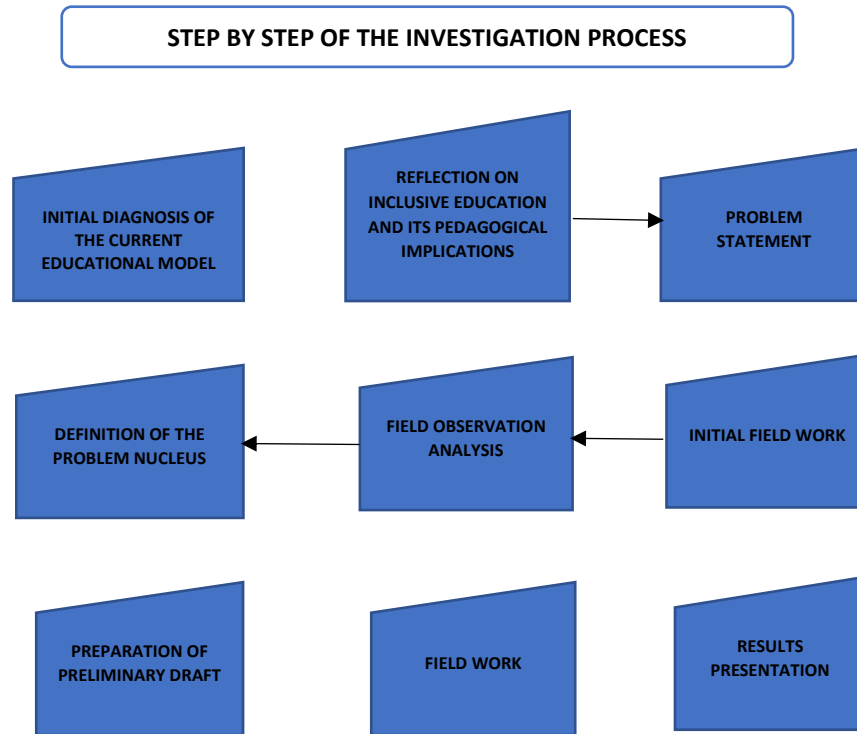
An analytical-documentary type of investigation will be established with theoretical guidelines based on the fundamental questions in the process of an investigation; Salamanca (2006) associates four components: as a first measure, it is necessary to start with the identification and the nature of the phenomenon must be conceived; as a second component is the description, associated with what are the dimensions of the phenomenon, what variations exist, what is important about the phenomenon; The third component is the exploration, what are all the characteristics of the phenomenon, what is really happening, what is the process by which the phenomenon arises or is experienced; and as the final stage or the fourth component is associated with the explanation establishing the result of the questions of how the phenomenon acts, why it exists, what is its meaning, how the phenomenon originated, and so on.



Research methodological process

Figure 1

Flowchart of the investigation process.



Note: the graphic presents the step by step of the investigation process carried out.

Initially, it included the compilation of bibliography and references, this to establish for an initial survey of data on basic information of the context of the research project, consultation of the legal, social and legal framework of inclusive education in Colombia, analysis of characteristic texts on the subject, compilation Existing bibliography of other case studies, current analysis of the situation of inclusive education in technical, technological and higher education scenarios in the country, antecedents of inclusive education, educational teaching and the use of the educational curricular component.

Then the formulation and evaluation of the research project / questions was carried out, which includes the selection of the problem, it was decided when the researcher analyzes what is going to be investigated and the reasons for doing it, the challenges in the field of knowledge and the roadmap to follow. An initial research question is also posed on which the structural base and core of the research process is based. The delimitation of the scope of the project will be based on the limits or boundaries within the project. It should also be noted that there are some restrictions regarding the use of the information and the collection of the data.

As a third measure, the formulation of the theoretical framework and work methodology was established. As a fourth phase, the procedures and techniques for the collection of information and data, where the collection of the necessary information for the diagnosis, flow monitoring, and traceability, information analysis of academic

documents on pedagogy and inclusive education was generated. Physical, verbal, and analytical documentary evidence is confronted to identify critical or inflection points within the investigative process with the objective of gathering all the processes associated with the use of a successful curricular component. Then, the data and information collection, the analysis of the current state of the pedagogical processes of learning and teaching of inclusive education, and the viability of applying an inclusive education in modern educational settings were carried out. Finally, a synthesis, conclusions and final recommendations were generated, establishing some final proposals regarding the entire research process of the project, deepening the inclusive educational pedagogy and the respective analysis of the different teaching strategies for people with disabilities and variable functionality in Colombia.

3. ANALYSIS OF RESULTS AND DISCUSSION

Initial diagnosis of inclusive education

It is evident that, although Colombia has a public policy of school inclusion according to Decree 1421 of 2017, this policy has not been able to be fully implemented due to the following inconveniences: Rejection by teachers towards students with special educational needs, lack of teacher training to serve those students with special educational needs, the norm does not adjust to the reality of our schools, some teachers do not make the curricular adjustments required by the law for these students, sometimes there are good intentions of teachers, but their lack of training makes their interventions counterproductive for students with special educational needs (Sevilla et al., 2018).

Guidelines for a successful implementation of inclusive education

It must have eight guiding principles: Sustainability, quality, differential approach, reasonable accommodation, universal design, accessibility, equity, and participation. The vision for the future must be associated with Colombia being a leader and a regional and world reference for its significant contribution to improving the quality of life of people with disabilities through an offer of accessible and quality services. The objectives should focus on working for the full satisfaction of the rights of Colombians with disabilities, promoting and guaranteeing, with excellent quality, the provision of comprehensive professional training services, labor intermediation for the promotion of decent and decent work and development. of business initiatives that contribute to the sustainable human development of the country and to the life projects of apprentices with disabilities. The target population is people with disabilities. Those with physical, psychosocial, intellectual, visual, hearing, deafblind and multiple disabilities should be included.

For his part, Blanco (1999) states that the objective of education must achieve the difficult balance of offering an educational response that provides a common culture to all students, but at the same time comprehensive and diversified; that avoids discrimination and inequality of opportunities while respecting their individual characteristics and needs. Also, Samaniego de García (2008) states that it is necessary to consider the set of dimensions inherent to disability, the multiple factors that affect it and the different sectors that, necessarily, must intervene in the search and achievement of unavoidable responses demanded by the population with disabilities from the educational system, in terms of: access, permanence, effectiveness, efficiency, quality, relevance, warmth and continuity. In a word: inclusion. In this scenario, education does not have the status of a

creed and is not equivalent to a constitution or a bill; even less if it is devoid of a budget. It implies the conjugation of coordinated actions between various agents: governmental, international cooperation, private sector and civil society, whose positions and functions must be specified to reach the capacity to convene new sectors that traditionally have not intervened in educational issues but that currently do so it requires. Heterogeneity becomes a virtue to the extent that it reaches a respectful plurality.

Institutional Policy for Attention to People with Disabilities

Current regulations, specifically Statutory Law 1618 of 2013. Through which Persons with Disabilities are established (Congress of the Republic of Colombia, 2013) and CONPES 166 (National Planning Department - DNP, 2013), require explicitly to public institutions to guarantee effective access of the population with disabilities to all their services, this has generated transformation processes within the Entity with an inclusive perspective, where population diversity is recognized and environments open to people with disabilities to access an institutional offer with impact results on a personal, family and social level.

The foregoing is evidenced in the construction and implementation of the Institutional Policy for the Care of People with Disabilities, approved in 2014 through Resolution 1726, which had the technical assistance of the Productivity Pact Program, because of the agreement signed between SENA, the Inter-American Development Bank (IDB), the Corona Foundation, the Saldarriaga Concha Foundation and the Presidential Agency for International Cooperation of Colombia APC Colombia.

This policy is based on the principles of the Convention on the Rights of Persons with Disabilities and promotes, progressively, the effective access of the population with disabilities to the entity's offer of services. It is conceived under this approach (Mahecha, 2013).

Along the same lines, to provide tools to all Colombians that allow them to interact appropriately with this population, the following complementary training programs with a differential approach can be developed:

- Development of basic communication skills in Colombian sign language.
- Approach to people with disabilities.
- Qualified program of basic care operator level for people with functional dependence.
- Orientation of training processes for people with disabilities.
- Interaction with people with disabilities.

Current problems of inclusive education

The pedagogical trend assumed by Colombian educational policy in relation to the subject is perceived as a problem that involves the teaching-learning process of education for all. The subject is of vital importance in the training of professionals from the inclusive population, it is characterized by the sensitization and awareness of the fundamentals of education in diversity. It has a theoretical and methodological value, as it is aimed at professional and human development and the systematization of knowledge, to perfect and transform modes of action. In accordance with the objective of this work, undergraduate training, particularly in the training of education professionals, in relation to inclusive education is considered from the necessary interaction between the instructive, developer and educational dimension that contribute to the professional and personal growth of

these young people, about those values that characterize their professional performance (García et al., 2016). Therefore, these approaches are reflected in the following postulates or associated results: It is indisputable that there is insufficient ability of the education of the institutional body to adopt tools based on the development of the universal design for learning and its guidelines with a differential and disability approach, this due to the little understanding of these dynamics by its participants, hindering the work on a teaching methodology based on disability and functional education of a target population.

Educational institutions do not encourage special teaching work by the instructors or faculty of the institution, nor do they present a strategy based on work dynamics with the target population. Educators present a null or minimal development of basic communication skills in Colombian sign language for the population with hearing disabilities to feel included in the educational and pedagogical models of the institution. The orientation of training processes for people with disabilities, to carry out this process, the curricular component of each of the technical and technological courses offered by educational institutions must be reviewed and thus adapted within the framework of the single right of universal education and thus eliminate institutional limitations. Most educational institutions do not provide the services required by the learning methodology to the diverse and functional population within their technological platforms and within the physical facilities of the institution complex, either because it does not have them or because even with them, they have not been properly implemented following national or international protocols. The materials and activities proposed for the development of the methodology in the educational establishment have not been designed following the guidelines of universal design for the learning of people with variable functionality and disability, but rather it has been a mere adaptation of traditional learning through a platform common curriculum.

For his part, Apolinar (2017) states that the rights of people with disabilities must be guaranteed through the allocation of resources, training programs for teachers and family members, guaranteeing the entry of these students to higher education, adaptation of curricula, among other measures that promised progress in inclusion. Also, Fernández (2003) affirms that Colombian education has been proposing inclusive education for several years. As a result of international demands and the possibility of improving the country's education, considering education and society as an indissoluble couple; where it is impossible to study them separately, on the contrary, they nurture each other. Therefore, the entry of students of immense diversity, with different needs and capacities, is dazzled; from that moment "normal" education and "special" education merge; giving way to the so-called inclusive education. From that moment, directors and teachers face working with these students, who present different ways of thinking, acting, seeing, listening, with cognitive and psychiatric disorders. Therefore, they try from their work to dabble in classroom didactics.

Perspectives of inclusive education in Colombia

The current structure of inclusive and diverse learning in Colombia is not prepared to meet the needs of training based on universal design for teaching and education. The goal of education in the 21st century does not simply consist of mastering the content of knowledge or the use of new technologies, but rather it consists of mastering the learning process itself through a totally diverse and inclusive population of a student body with variable functionality. Education should help to move from novice learners to expert learners: people who want to learn, who know how to learn strategically and who, from their own style based on the specific strengths and



weaknesses of each person, give a highly flexible and personalized requirement, to be well prepared for lifelong learning and face a hostile and beardless work world to the few current possibilities of the population investigated.

For their part, Valencia and Valencia (2017) expose the curricular components of complementary training of the population with diverse functionality and disability of educational institutions could function according to the methodology of universal learning design if students and teachers were familiar with inclusion policies of the legal framework currently in force in Colombia and will use them regularly in different aspects of their formative lives at the institution. Most of the institution's resources focused on the target population will be used for the implementation of the disability policy and the design of universal teaching for learning. The various materials and contents that are specifically designed for the development of learning activities for the population with disabilities meet the expectations of inclusive learning.

4. CONCLUSIONS

The continuous demands of the vulnerable and disabled population against the State to guarantee their rights have generated a favorable jurisprudence that requires priority and differential attention from the various government entities. In this sense, the Colombian State has been building strategies for its comprehensive care, generating institutional articulations. One of the demands on the part of the vulnerable population is access to the universal right to education as it is considered a means to overcome adverse social and economic conditions and barriers, which above all facilitate inclusion in the productive system for its socioeconomic stabilization. In this order of ideas, the public educational institutions of the country have the great responsibility of allowing the vulnerable population to enter the job training that facilitates their insertion into the world of work. A general design of a fully structured institutional proposal based on the universal teaching design for the population with functional disabilities of the target population must be presented, therefore, a successful social inclusion of these people in society and the productive workforce in Colombia it must be based on access to education.

At the end of this bibliographic review, it is found that in our country we still have a long way to go in terms of school inclusion since it is not having a student in the classroom just to occupy a physical space, it is acting with social responsibility in terms of the different adaptations that we must make in favor of this student with special educational needs. Likewise, we need to work more on our personal appearance, in terms of knowing what these students generate for us to reject them. Finally, policies are needed that are not carried out on a table, but rather policies that are carried out in the field of action and that account for the true reality of our educational environment in Colombia.

The vulnerable population throughout Colombia presents a high diversity given the specific conditions of the country of a social, economic, political and / or cultural nature, characteristics of the entire urban and rural city of the territory, this related to the lack of guarantee of application of the minimum standards of education and the weak process of reestablishing the fundamental rights of people with disabilities. These population groups have difficulties in accessing State services, mainly related to poverty conditions and the lack of income-generating opportunities, which implies a social exclusion of the entire group of society in general. The complexity of the gap suffered by the vulnerable and diverse population has become a problem of great impact, which has been exacerbated by the situation of the armed conflict in the country and the conditions of social



inequality. In this sense, the various governments have seen the need and the obligation to prioritize their policies given the magnitude to which this social situation has escalated.

Agradecimientos / Acknowledgments:

Expreso mi agradecimiento a los docentes del programa de Doctorado en Educación de Unidad de Posgrado de la Universidad Americana de Europa, México.

Conflicto de intereses / Competing interests:

La autora declara que no incurre en conflictos de intereses.

Rol de los autores / Authors Roles:

No aplica.

Fuentes de financiamiento / Funding:

La autora declara que no recibió un fondo específico para esta investigación.

Aspectos éticos / legales; Ethics / legals:

La autora declara no haber incurrido en aspectos antiéticos, ni haber omitido aspectos legales en la realización de la investigación.

REFERENCES

- Apolinar, M. P. (2017). *Las barreras de la inclusión educativa*. <https://cerosetenta.uniandes.edu.co/las-barreras-de-la-inclusion-educativa/>
- Bastidas, S. (2013). Imaginarios sociales de infancia en situación de discapacidad. *Revista Infancias Imágenes*, 51-59.
- Becerra, C. (2018). *Caracterización de la población vulnerable formada por el Sena Valle: Bases para la implementación de la política de atención diferencial*. Universidad ICESI.
- Becerra D. (2007). Las representaciones sociales de la discapacidad dentro del contexto del derecho a la integración escolar. *Editorial Areté* , 7, 74-76.
- Blanco, R. (1999). Hacia una escuela para todos y con todos. En *Boletín del Proyecto Principal de Educación para América Latina y el Caribe n° 48* (pp. 55-72). Oficina Regional de Educación de UNESCO para América Latina y el Caribe.
- Booth, T., & Ainscow, M. (2004). *Índice de inclusión: Desarrollando el aprendizaje y la participación en las escuelas* (A. L. López (ed.); OrealC/UNE).
- Cerón Vega, E. Y. (2015). *Educación inclusiva" Una mirada al modelo de gestión de la institución educativa departamental general Santander sede campestre*. Universidad Libre .
- Psychologie de l'enfant et pédagogie expérimentale, Pub. L. No. Ley 115, Congreso de la República de Colombia. (08 de 02 de 1994) (1909).
- Ley estatutaria 1618 de 2013. Por medio de la cual se establecen las personas con discapacidad, Pub. L. No. Ley estatutaria 1648, minsalud (2013).
- Cruz-Vadillo, R., & Iturbide-Fernández, P. (2018). Disability and Education: Between the Corporality That Disables and the Right to Have Rights. *Revista Electrónica Educare*, 23(1). <https://doi.org/10.15359/ree.23-1.13>

- Departamento Nacional de Planeación - DNP. (2013). *Documento Conpes Social 166* .
- Echeita, G. (2013). Inclusión y Exclusión Educativa. De Nuevo: “Voz y Quebranto”. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación* , 11(2), 99-118.
- Echeita, G., & Duk, C. (2008). Inclusion Educativa. *Revista electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 6(2), 1-8.
- Echeita, G., Parrilla, A., & Carbonell, F. (2008, marzo). Hacia un marco de referencia compartido para la educación del alumnado en desventaja. La educación especial a debate. *XXV Jornadas de Universidades y Educación Especial* .
- Escudero, J., & Martínez, B. (2011). Educación inclusiva y cambio escolar. *Revista Iberoamericana de Educación*, 55(1), 85-105.
- Estévez, Y. (2019). La superación de los maestros primarios en la realización de las adaptaciones curriculares. *MENDIVE*, 17(1), 20-33.
- Fernández, A. (2003). Educación inclusiva: Enseñar y aprender entre la diversidad. *Revista Digital UMBRAL 2000*, 1-10.
- García, X., Massani, J., & Bermúdez, I. (2016). La educación inclusiva en la formación de profesionales de la educación. Inclusive education in the training of educators. . *Revista Universidad y Sociedad*.
- Guirado, V. C., & González, D. (2013). Recursos didácticos y sugerencias metodológicas para la enseñanza-aprendizaje de los escolares con necesidades educativas especiales. *La Habana: Pueblo y Educación*.
- Gutiérrez, J. (2007). Contextos y barreras para la educación inclusiva. *Revista Horizontes Pedagógicos*, 9(1), 47-56.
- Infante, M. (2010). Desafíos a la formación docente: inclusión educativa. *Estudios pedagógicos (Valdivia)*, 36(1). <https://doi.org/10.4067/S0718-07052010000100016>
- Irimia, M. (2007). Superando la soledad. la educación de la persona con discapacidad intelectual. *Editorial Fundamentos. Madrid, España*, 1, 279-283.
- Jiménez Rodríguez, M., & Ortega Valencia, P. (2018). Referentes sobre inclusión educativa para personas con discapacidad: líneas para pensar su potencial en el ámbito escolar. *Civilizar*, 18(34). <https://doi.org/10.22518/usergioa/jour/ccsh/2018.1/a06>
- Mahecha, P. (2013). Inclusión Educativa y Laboral de Población con Discapacidad Cognitiva y Psicosocial. En *SENA*. SENA.
- Mendoza, A., Hernández, I., & Calzadilla, O. (2015). La inclusión educativa. Retos y actualidades. *Didáctica y educación*, 6(3), 217-226.
- Ministerio de Educación Nacional - MEN. (2015). *Educación inclusiva*. www.mineducacion.gov.co.
- Montessori, M. (2003). *El método de la pedagogía científica aplicado a la educación de la infancia* (Biblioteca). Biblioteca Nueva S.L.
- Mora, P. (2019). *Actitudes y prácticas pedagógicas inclusivas*. Universidad Pedagógica Nacional.

- Moriña, A. (2004). *Teoría y práctica de la educación inclusiva* (Universidad de Sevilla (ed.); Editorial). Editorial Aljibe.
- Navarro, D., & Espino, M. (2012). Inclusión educativa, ¿es posible? *EDETANIA* 41 , 71-81.
- Padilla, A. (2011). Inclusión educativa de personas con discapacidad. *rev.colomb.psiquiatr. [online].*, 40(4), 670-699.
- Palacios, J. (2000). *Bases Psicopedagógicas de la Educación Especial*. Editorial Pirámide.
- Pestalozzi, E. (1928). *Pestalozzi y La Nueva Educación*. Ministerio de Justicia e Instrucción Pública.
- Decreto 1421, Pub. L. No. Decreto 1421 (2017).
- Rincón, C. (2012). *La construcción simbólica de la infancia, una mirada desde las significaciones imaginarias de los maestros*. Revista Internacional Magisterio .
- Rodríguez, I., Nuñez, A., Bulla, J., & Lozano, A. (2017). Representaciones sociales de la discapacidad en estudiantes universitarios. *Horizontes Pedagógicos*, 18(2), 86-93.
- Salamanca, N. (2006). Capítulo I. En McGraw-Hill Interamericana (Ed.), *Introducción a la investigación en ciencias de la salud* (VI Edición).
- Salinas Alarcón, M., Lissi, M.-R., Medrano Polizzi, D., Zuzulich Pavez, M.-S., & Hojas Loret, A.-M. (2013). La inclusión en la educación superior: desde la voz de estudiantes chilenos con discapacidad. *Revista Iberoamericana de Educación*, 63. <https://doi.org/10.35362/rie630502>
- Samaniego de García, P. (2008). *Personas con discapacidad y acceso a servicios educativos en Latinoamérica. Análisis de situación* (Grupo editorial CINCA (ed.)). Grupo editorial CINCA .
- Sánchez, M., Muñoz, P., Gonzáles, M., & Vásquez, C. (2018). *Discapacidad e inclusión en la educación universitaria*. Editorial Universidad Santiago de Cali .
- Sevilla, D., Martín, M., & Jenaro, C. (2018). Actitud del docente hacia la educación inclusiva y hacia los estudiantes con necesidades educativas especiales. *Innovación educativa*, 18(78).
- UNESCO. (2005). Guidelines for inclusion Ensuring Acces to education for All. *Guidelines for inclusion Ensuring Acces to education for All*.
- Valencia, C., & Valencia, C. (2017). El Diseño Universal para el Aprendizaje, una alternativa para la inclusión educativa en Chile. *Atenas*, 4(40), 105-120.
- Velásquez, E. (2010). *La importancia de la organización escolar para el desarrollo de escuelas inclusivas*. . Instituto Universitario de Integración en la Comunidad.
- Verdugo, M., & Schalock, R. (2013). *Discapacidad e Inclusión: manual para la docencia*. Amarú Ediciones.
- Warnock, M. (1978). Encuentro sobre necesidades de educación especial. *Revista de educación*, 1, 45-73.